

Revised Structured English Immersion Models

School Year 2019-2020

Authority

The Arizona State Board of Education is charged with developing and adopting research-based models of Structured English Immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statute (A.R.S.) §15-756.01 requires that the models include a minimum of 120 minutes per day of English language development (ELD) for grades K-5 and a minimum of 100 minutes per day of ELD for grades 6-12.

Full text of the law regarding the responsibilities and the development of the SEI Models is located in Title 15, Chapter 7, Article 3.1. ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

Definitions

For Structured English Immersion Models,

- **AZELLA** means Arizona English Language Learner Assessment. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. A determination of Proficient for Overall Proficiency Level on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score. (See A.R.S. §15-756.B)
- **ELD** means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).
- **ELD Pull-out** is time for English language development instruction using the language domains and ELP Standards for ELs only.
- **English learners** mean K-12 PHLOTE students who do not obtain an Overall Proficiency Level on AZELLA.
- **Focused Instruction** includes the use of specific language methodologies to directly teach language domains; i.e. grammar and vocabulary.

- **Individual Language Learner Plan (ILLP)** is a model of delivery option for schools with low numbers of EL students, as identified in the section, *Student Grouping for SEI Classrooms*. The ILLP is the written plan in the mainstream classroom that specifies what happens, instructionally, for the particular English learner (EL). Teachers strategically identify the Performance Indicators that will be used for the differentiated instruction of English learners in the mainstream classroom.
- **Integrated Instruction** incorporates ELP Standards from multiple language domains into a cohesive lesson connecting language skills and academic content.
- **Intervention** is time for academic instructional support that includes ELs and non-EL students, i.e., “Walk to Read”, Title I Reading Specialist.
- **PHLOTE** means primary home language other than English and is indicated on a home language survey and on the enrollment form completed by parents upon enrollment. PHLOTE students are administered the AZELLA to determine the level of their English language proficiency and their correct placement in classes. (A.R.S. §15-756.A)
- **Proficiency Level** means the level of English language proficiency of a PHLOTE student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-Emergent; (2) Emergent; (3) Basic; (4) Intermediate; and, (5) Proficient. A PHLOTE student whose Overall AZELLA score is Proficient is not classified as an EL and is not placed in an SEI Classroom.
- **Structured English Immersion Models** means the models described herein. (A.R.S. § 15-756.01)
- **Structured English Immersion Classroom** means a classroom in which all of the students are English learners as determined by Overall AZELLA scores of Pre-Emergent, Emergent, Basic, or Intermediate.
- **Structured English Immersion Program** means an intensive English-language teaching program for non-proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of the English language intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This program provides only ELD, as described in the definition of “ELD” in this section.

Structured English Immersion Model Components

All SEI Models are research-based and include three major components: policy, structure, and classroom practices. These components are uniform in all SEI Models because they reflect legal requirements established in state law. However, application of the structure and classroom practices will result in various SEI classroom configurations because of “the size of

the school, the location of the school, the grade levels at the school, the number of English language learners and the percentage of English language learners.” (A.R.S. §15-756.01.C.)

1. Policy

- Arizona law requires schools to teach English. (A.R.S. §15-752. English language education)
- Arizona law requires materials and subject matter instruction to be in English. (A.R.S. §15-751. Definitions, 5 and A.R.S. §15-752)
- Arizona law requires English learners to be grouped together in a structured English immersion setting. (A.R.S. §15-751. Definitions, 5)
- Arizona law requires a minimum of 120 minutes per day of English language development in grades K-5 and 100 minutes per day of English language development in grades 6-12. (A.R.S. §15-756.01)
- Arizona law requires cost efficient, research-based models that meet all state and federal laws. (A.R.S. §15-756.01)

2. Structure

The structure of the SEI Models consists of multiple elements: SEI Classroom content; SEI Classroom program entry and exit; student grouping for SEI Classrooms; scheduling and time blocks; and teacher qualification requirements. This structure is uniform for all SEI Models. The application of the grouping process will yield different classroom configurations based on the individual school’s number of ELs, their proficiency levels, and their grade levels.

- **Structured English Immersion Content**

The Structured English Immersion (SEI) Classroom content is a minimum of 120 minutes per day of English language development (ELD) in grades K-5 and 100 minutes per day of English language development (ELD) in grades 6-12. ELD is a type of instruction focused on the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).

***It is important that ELD be connected to the content instruction** that students are experiencing during the rest of the school day, such that students are getting instruction in the language they will be using in the classroom as they learn about the content concepts in which they are being instructed.

- **SEI Classroom Entry and Exit**

SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA Overall Proficiency Scores are Pre-Emergent, Emergent, Basic, or Intermediate shall be grouped in SEI Classrooms. New ELs, in the first year of education in an Arizona school, shall take the AZELLA Placement upon initial entry to school. If the student took the placement test after January of that school year, the student is not required to take the annual AZELLA Spring Reassessment. Continuing ELs shall be reassessed with the AZELLA at the end of each school year. See the AZELLA website for more information regarding Placement, Mid-Year, and Annual Reassessment.

- **Student Grouping for SEI Classrooms**

The proficiency levels and grade levels of the ELs must be considered to determine appropriate student placement in SEI classrooms. The configurations are similar, but not identical, for all grade levels.

In both Elementary School (self-contained classrooms) and Middle/High School (departmentalized classrooms), it is best practice (though not required) to group EL students with similar proficiency levels and similar English language needs in the same classroom when possible.

- o **Grouping Process**

Schools with 20 or fewer ELs in the grade spans below, may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each EL. Scheduling and time blocks in the ILLPs must meet the requirements of the scheduling and time blocks specified herein for Elementary Schools or Middle and High School as appropriate for each EL.

Schools must consider the most effective program of language instruction for their students. ILLPs may not be the most beneficial option of language instruction for Pre-Emergent and Emergent ELs. Therefore, more than the number of EL students should be factored into decisions of language instructional models.

- Kindergarten
- Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12 (across a 3-grade span)

Grouping exceptions, including SEI Mixed Classrooms, will be reviewed by the Office of English Language Acquisition Services (OELAS) on a case by case basis to ensure the most appropriate educational outcomes for students. All grouping exception requests must be approved by OELAS prior to implementation and are only valid for the year they are approved.

- **Scheduling and Time Blocks**

The scheduling and time blocks are different for Elementary School than for Middle Grades and High School.

- **Elementary School Scheduling and Time Blocks**

ELs participating in the SEI program receive 120 minutes of daily English language development (ELD) instruction that is governed by the language domains and the English Language Proficiency Standards.

Schools operating on a four-day school week, must provide 150 daily minutes of ELD instruction.

Up to 30 minutes of Intervention with non-EL students may count toward the 120-minute requirement.

For kindergarten classes operating on a half-day basis, the daily minutes are proportionately reduced.

Elementary Options for ELD Instruction - Grades K-5

Elementary schools may select one of the following SEI Models of instruction for School Year 2019-2020.

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

Block 1: 60 minutes of *integrated* reading, listening and speaking, and vocabulary

Block 2: 60 minutes of *integrated* writing and grammar

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

Block 1: 60 minutes of *integrated* reading, writing, listening and speaking

Block 2: 60 minutes of *focused* instruction in grammar, and vocabulary

Option 3: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

Block 1: 60 minutes of *integrated* reading and writing

Block 2: 60 minutes of *focused* instruction in grammar, listening and speaking, and vocabulary

***Schools qualifying for ILLPs must implement them according to the ILLP Guidance Document.**

- **Middle Grades and High School Scheduling and ELD Time Blocks**
ELs participating in the SEI program receive 100 minutes of daily English language development instruction. This instruction is divided into two discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the two courses is based on specific English language skills categories that derive from the English Language Proficiency Standards. The two ELD courses do not have to be sequential during the school day. For schools implementing a block schedule, the ELD instructional time must equal 2 class periods. Schools operating on a four-day school week, must provide 125 daily minutes of ELD instruction.

Secondary Options for ELD Instruction - Grades 6-12

Schools may select one of the following two SEI Models of instruction for Pre-Emergent, Emergent, and Basic students in School Year 2019-2020.

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

Block 1: 50 minutes of *integrated* reading, listening and speaking, and vocabulary

Block 2: 50 minutes of *integrated* writing and grammar

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

Block 1: 50 minutes of *integrated* reading, writing, and listening and speaking

Block 2: 50 minutes of *focused language instruction* in grammar and vocabulary

Intermediate students shall receive:

two blocks, totaling 100 minutes, of ELD instruction with a balanced focus on reading, writing, listening and speaking, grammar, and vocabulary, utilizing the ELP Standards. Instruction must meet the students' language needs as evident by AZELLA scores and other relevant data points to include the state assessment, local formative assessment, student work or course grades.

***Schools qualifying for ILLPs must implement them according to the ILLP Guidance Document.**

- **Teacher Qualification Requirements**

- **Elementary School Teacher Qualifications**

All teachers of English learners (ELs) must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

- **Middle Grades and High School Teacher Qualifications**

All teachers of English learners (ELs) must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement).

SEI Teachers in grades 7-8 should be certified in Language Arts or English and teachers in grades 9-12 should be certified in English.

Additionally, **SEI and ILLP teachers** must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

3. Classroom Practices

Classroom practices include sections on SEI/ELD Classroom Language Use policies, SEI/ELD Classroom Objective, SEI/ELD Classroom Materials and Testing, SEI Classroom Instructional Methods, Assessment, and SEI Teacher Training required to ensure teachers have the skills and knowledge needed to teach in an SEI Classroom.

- **SEI (ELD/ILLP) Classroom Language Use**

All SEI classes, including ELD and ILLP classrooms, shall be taught in English, in a manner consistent with A.R.S. §15-751. Definitions, 5.

- **SEI (ELD) Classroom Objective**

The objective of the ELD Classroom is to teach one or more specific identified skills within the English Language Proficiency Standards appropriate for the English proficiency level(s) of students in the class.

- **SEI (ILLP) Classroom Objective**

The objective of the ELD Classroom is to strategically differentiate instruction for ELs using one or more specific identified skills within the English Language Proficiency Standards appropriate for the English proficiency level(s) of students in the class.

- **SEI (ELD) Classroom Materials and Testing**
Classroom materials used in an ELD class **may reflect content from a variety of academic disciplines**. Classroom materials must be appropriate for the students' level of English language proficiency. Selection of content materials must be based on the materials' effectiveness in facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the English Language Proficiency Standards (2010).
- **SEI (ELD) Classroom Instructional Methods**
All instructional methods in ELD Classrooms shall be **effective and evidence-based** and should align to teaching objectives outlined by the Arizona K-12 English Language Proficiency Standards (2010).
- **Assessment**
Formative assessment practices will be used to monitor English language proficiency progress. **Summative assessment practices** will be used to determine mastery of English language skills. All assessments in SEI Classrooms align to teaching objectives outlined by the English Language Proficiency Standards (2010).